



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

January 10, 2013

Robert W. Christmann, Superintendent
Grand Island Central School District
1100 Ransom Road
Grand Island, NY 14072

Dear Superintendent Christmann:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Donald Ogilvie

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 16, 2012

Updated Friday, December 28, 2012

1

Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 141501060000

If this is not your BEDS Number, please enter the correct one below

141501060000

1.2) School District Name: GRAND ISLAND CSD

If this is not your school district, please enter the correct one below

GRAND ISLAND CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

Not applicable

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Saturday, September 22, 2012

Updated Thursday, January 10, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Grand Island CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Grand Island CSD developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Grand Island CSD developed 2nd Grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points. Teachers will receive a point total from 0 to 20 according to the percentage of their students who meet or exceed their SLO target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Grand Island CSD developed Kindergaren Math Assessment
1	District, regional, or BOCES-developed assessment	Grand Island CSD developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Grand Island CSD developed 2nd Grade Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage
---	--

of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Assigned to teachers with 85% or higher of their students meeting or exceeding their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Grand Island CSD developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Grand Island CSD developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Assigned to teachers with 85% or higher of their students meeting or exceeding their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Grand Island CSD developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grand Island CSD developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grand Island CSD developed 8th Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Assigned to teachers with 85% or higher of their students meeting or exceeding their target.

Effective (9 - 17 points) Results meet District goals for similar students.

Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.

Developing (3 - 8 points) Results are below District goals for similar students.

Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Grand Island CSD developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of
---	--

graphic at 2.11, below.	their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Grand Island CSD developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grand Island CSD developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English 11th grade Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Assigned to teachers with 85% or higher of their students meeting or exceeding their target.

Effective (9 - 17 points) Results meet District goals for similar students.

Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target. year.

Developing (3 - 8 points) Results are below District goals for similar students.

Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target. .

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
-------------------------	--------	------------

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/180594-TXEttx9bQW/3440273-HEDI Scale SLO 20 chart.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

No adjustments, controls or other special considerations were used

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Thursday, October 04, 2012

Updated Thursday, January 10, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessment composite

7	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessment composite
8	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessment composite

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Grade 4-8 ELA will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment will be assigned the same HEDI category. For ELA teachers at the 4-5 Grade level, student achievement will be measured using a composite average AIMSweb reading achievement levels, (targets determined by the district) to identify percentage of students meeting or exceeding the target achievement. For this area, the percentage of students meeting or exceeding the target achievement will be used to determine the assigned HEDI category. For ELA teachers grades 6-8, student achievement will be measured using composite average of students who score a 3 or above on NYS Grades 6-8 ELA assessments. For this area, the percentage of students meeting or exceeding the target achievement will be used to determine the assigned HEDI category. Target percentages were determined using historical data, (CDEP and District Report, AIMSweb student performance), data from 2009-2011. For these areas, the percentage of students meeting or exceeding the target achievement will be used to determine the assigned HEDI category.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to grades 4- 5 ELA teachers with 85% or higher of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 70% or higher of their students meeting or exceeding their target.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to grades 4- 5 ELA teachers with 50% to 84% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 50% to 69% of their students meeting or exceeding their target.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to grades 4- 5 ELA teachers with 26% to 49% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 26% to 49% of their students meeting or exceeding their target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to grades 4- 5 ELA teachers with 0% to 25% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 0% to 25% of their students meeting or exceeding their target.</p>

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	6(ii) School wide measure computed locally	Grades 6-8 Math NYS Assessment composite
7	6(ii) School wide measure computed locally	Grades 6-8 Math NYS Assessment composite
8	6(ii) School wide measure computed locally	Grades 6-8 Math NYS Assessment composite

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Grade 4-8 Math teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment will be assigned the same HEDI category. For Math teachers at the 4-5 Grade level, student achievement will be measured using a composite average AIMSweb math achievement levels, (targets determined by the district) to identify percentage of students meeting or exceeding the target achievement. For this area, the percentage of students meeting or exceeding the target achievement will be used to determine the assigned HEDI category. For Math teachers grades 6-8, student achievement will be measured using composite average of students who score a 3 or above on NYS Grades 6-8 Math assessments. For this area, the percentage of students meeting or exceeding the target achievement will be used to determine the assigned HEDI category. Target percentages were determined using historical data, (CDEP and District Report, AIMSweb student performance), data from 2009-2011.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 4- 5 math teachers with 85% or higher of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 81% or higher of their students meeting or exceeding their target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 4- 5 math teachers with 50% to 84% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 50% to 80% of their students meeting or exceeding their target.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 4- 5 math teachers with 26% to 49% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 26% to 49% of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 4- 5 math teachers with 0% to 25% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 0% to 25% of their students meeting or exceeding their target.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/188392-rhJdBgDruP/3586515-HEDI for Value Added Local Measures_1 3.1_2.docx

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

K-3 ELA teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment (school specific) will be assigned the same HEDI category. For ELA teachers at the K-1 and 2-3 Grade level, student achievement will be measured using a composite average AIMSweb reading and math achievement levels, (targets determined by the district) to identify percentage of students meeting or exceeding the target achievement. Target percentages were determined using student performance on AIMSweb assessments at the beginning of the year as a predictor of anticipated achievement at

	the end of the year. These targets will be used to determine the percent of students of meet or exceed the predicted targets of achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 50-84% of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 26-49% of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 0-25% of their students meeting or exceeding their target.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>K-3 Math teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment (school specific) will be assigned the same HEDI category. For Math teachers at the K-1 and 2-3 Grade level, student achievement will be measured using a composite average AIMSweb math achievement levels, (targets determined by the district) to identify percentage of students meeting or exceeding the target achievement.</p> <p>Target percentages were determined using student performance on AIMSweb assessments at the beginning of the year as a predictor of anticipated achievement at the end of the year. These targets will be used to determine the percent of students of meet or exceed the predicted targets of achievement.</p>
---	--

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 50-84% of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 26-49% of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades K-1 and 2-5 ELA teachers with 0-25% of their students meeting or exceeding their target.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grade 8 Science NYS Assessment
7	6(ii) School wide measure computed locally	Grade 8 Science NYS Assessment
8	6(ii) School wide measure computed locally	Grade 8 Science NYS Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	6-8 Science teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement is a score 3 or better on NYS Grade 8 Science Assessment. The total percentage of students meeting or exceeding this target on the 8th Grade NYS Science Assessment will be applied to a HEDI rubric to determine HEDI category and total points earned. All science teachers at the 6-8 grade level will share this HEDI score. Target percentages were determined using historical data (CDEP) for academic years 2009-2011.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 6-8 science teachers with 90% or higher of the students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 6-8 science teachers with 50-89% of the students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to grades 6-8 science teachers with 26-49% of their students meeting or exceeding the target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to grades 6-8 science teachers with 0-25% of their students meeting or exceeding the target.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessments composite
7	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessments composite
8	6(ii) School wide measure computed locally	Grades 6-8 ELA NYS Assessments composite

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

6-8 Social Studies teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement is a score 3 or better on NYS Grade 6-8 ELA Assessment. The average total percentage of students meeting or exceeding this target on the 6-8 NYS ELA Assessment will be applied to a HEDI rubric to determine HEDI category and total points earned. All Social Studies teachers at the 6-8 grade level will share this HEDI score. Target percentages were determined using historical data (CDEP and Report Card) for academic years 2009-2011.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to grades 6-8 social studies teachers with 70% or higher of the students meeting or exceeding their target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to grades 6-8 social studies teachers with 50-69% of the students meeting or exceeding their target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to grades 6-8 social studies teachers with 26-49% of the students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to grades 6-8 social studies teachers with 0-25% of the students meeting or exceeding their target.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All High School Regents Exams
Global 2	6(ii) School wide measure computed locally	All High School Regents Exams
American History	6(ii) School wide measure computed locally	All High School Regents Exams

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All High School Social Studies teachers will be assigned a HEDI category based on student achievement and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement will be calculated based on the number of students who achieve a passing score on all Regents exams at the High School level. The average total percentage of students meeting or exceeding this target on the regents will be applied to a HEDI rubric to determine HEDI category and total points earned. All Social Studies teachers at the high school level will share this HEDI score. Target percentages were determined using historical data (CDEP and Report Card) for academic years 2009-2011. Teachers will have the opportunity to earn an additional 1-2 points based on averages of students who earn Mastery on all High School Regents exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school social studies teachers with 90% or higher of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school social studies teachers with 50-89% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school social studies teachers with 26-49% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school social studies teachers with 0-25% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All High School Regents Exams
Earth Science	6(ii) School wide measure computed locally	All High School Regents Exams
Chemistry	6(ii) School wide measure computed locally	All High School Regents Exams
Physics	6(ii) School wide measure computed locally	All High School Regents Exams

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All High School Science teachers will be assigned a HEDI category based on student achievement and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement will be calculated based on the number of students who achieve a passing score on all Regents exams at the High School level. The average total percentage of students meeting or exceeding this target on the regents will be applied to a HEDI rubric to determine HEDI category and total points earned. All Science teachers at the high school level will share this HEDI score. Target percentages were determined using historical data
---	--

(CDEP and Report Card) for academic years 2009-2011. Teachers will have the opportunity to earn an additional 1-2 points based on averages of students who earn Mastery on all High School Regents exams.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school science teachers with 90% or higher of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school science teachers with 50-89% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.year.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school science teachers with 26-49% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school science teachers with 0-25% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All High School Regents Exams
Geometry	6(ii) School wide measure computed locally	All High School Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All High School Regents Exams

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All High School Math teachers will be assigned a HEDI category based on student achievement and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement will be calculated based on the number of students who achieve a passing score on all Regents exams at the High School level. The average total percentage of students meeting or exceeding this target on the regents will be applied to a HEDI rubric to determine HEDI category and total points earned. All Math teachers at the high school level will share this HEDI score.

Target percentages were determined using historical data (CDEP and Report Card) for academic years 2009-2011. Teachers will have the opportunity to earn an additional 1-2 points based on averages of students who earn Mastery on all High School Regents exams.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school science teachers with 90% or higher of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school math teachers with 50-89% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school math teachers with 26-49% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to high school math teachers with 0-25% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All High School Regents Exams

Grade 10 ELA	6(ii) School wide measure computed locally	All High School Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All High School Regents Exams

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All High School Language Arts teachers will be assigned a HEDI category based on student achievement and will be assigned the same HEDI category. Student achievement will be measured using percentage of students who meet or exceed the target of achievement. The district determined target for achievement will be calculated based on the number of students who achieve a passing score on all Regents exams at the High School level. The average total percentage of students meeting or exceeding this target on the regents will be applied to a HEDI rubric to determine HEDI category and total points earned. All Language Arts teachers at the high school level will share this HEDI score.</p> <p>Target percentages were determined using historical data (CDEP and Report Card) for academic years 2009-2011. Teachers will have the opportunity to earn an additional 1-2 points based on averages of students who earn Mastery on all High School Regents exams.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to high school Language teachers with 90% or higher of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to high school Language teachers with 50-89% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to high school Language teachers with 26-49% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Assigned to high school Language teachers with 0-25% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.</p>

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Assigned to high school teachers of all other courses with 90% or higher of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school teachers of all other courses with 50-89% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school teachers of all other with 26-49% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving mastery level, or 1 additional point added for a percentage of students (21%-41%) achieving mastery level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to high school teachers of all other courses with 0-25% of the students meeting or exceeding the target (passing) on High School Regents exams. 2 additional points added for a percentage of students (42% or more) achieving

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/188392-y92vNseFa4/3586676-HEDI Chart(s) for Local Measures 3.13_2.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

No controls used.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Student Learning Objectives should be weighted proportionally based on the percentage of students enrolled in each of the courses, then combined for one overall HEDI.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, September 25, 2012

Updated Wednesday, January 09, 2013

Page 1

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

To assure that all of the seven NYS Teaching Standards are evaluated each year, we created a crosswalk document to identify each NYS Teaching Standard within the four domains of Danielson's Framework for Teaching, (2011 rubric). Tenured teachers will be observed in their classrooms twice (once announced and once unannounced); probationary teachers will be observed three times, (twice announced and once unannounced). Additionally, teachers will submit other evidence to address the standards not covered within the classroom observations. Final scores for the 50 point Observation measure and the 10 point Structured Review measure will be tied to a final average rubric score between 1-4. Each teacher's rating will be calculated using the "Point Conversion Chart for the 'Other 60%.'" All points for teachers will be rounded to the nearest whole number for total calculation of the 60 point subcomponent and within the 100 point composite scoring.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5091/181694-eka9yMJ855/3722455-Other Measures of Effectiveness document_1_1.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between a 3.5 - 4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between a 2.5 - 3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between a 1.5 - 2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between a 1.0 - 1.4, as identified on the conversion chart.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

- In Person
-

5. Composite Scoring (Teachers)

Created Monday, November 26, 2012

Updated Monday, January 07, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, October 10, 2012

Updated Wednesday, January 09, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/192841-Df0w3Xx5v6/TIP Form.docx](#)

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

APPEALS

A. A teacher or principal may appeal the implementation of the improvement plan in accordance with the appeals process procedure included in the APPR. The appeal of a TIP's implementation will not affect the District's right to dismiss a probationary teacher, deny tenure, or serve to otherwise lengthen the probationary period (including during the pendency of an appeal for statutorily and

constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal).

B. Nothing in this MOA affects any rights a teacher has to raise a failure to properly implement the TIP as a defense in any disciplinary action based on teacher performance under the process of the contractual grievance and arbitration or Section 3020-a.

I. Appeal Process

APPEAL PROCEDURES

A. Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either developing or ineffective.

B. To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

C. This appeal procedure addresses a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

D. In order to implement the requirements of N.Y. Education Law §3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

A. Appeals of annual professional performance reviews will be limited to those with a composite score that rate a teacher as ineffective or developing. However, any rating may be appealed if compensation would be affected by such a rating according to law, regulations, or collective bargaining agreement. However, before an annual APPR evaluation is final regardless of the rating, the teacher will receive a copy of the evaluation that is based on the 60% of multiple measures of teacher practices no later than five (5) school days after May 25 and a teacher may request a meeting with the principal within 5 days of receiving the evaluation to discuss the substance of the evaluation, provide feedback, and obtain additional detail.

WHAT MAY BE CHALLENGED IN AN APPEAL

A. Appeal procedures will limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the substance of the evaluation;
- (2) school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) the school district's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A. A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

A. In an appeal, the teacher has the burden of demonstrating, by clear evidence that the evaluation is biased or substantially inaccurate, a contractual right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

A. The District will notify each teacher by mail at least 10 days prior to the date when the APPR ratings will be available on the teacher's District e-mail account

B. All appeals must be delivered to the Superintendent's Office in writing no later than September 30. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be delivered to the Superintendent's Office no later than 10 days after the teacher receives such plan. The failure to deliver an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

C. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

D. If the decision maker believes he/she needs clarification or has questions he/she will schedule a meeting with the teacher who is appealing to get clarification or answers. Said meeting shall be no later than five (5) days after the District's response to the appeal has been filed.

E. "Day" means a day when teachers are required to be in attendance. During the summer recess, day may mean any calendar day except a Saturday, Sunday, or legal holiday.

TIMEFRAME FOR DISTRICT RESPONSE

A. Within 10 days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's

response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. All steps and resolution of an appeal will occur in a timely and expeditious manner in compliance with NYS educational law 3012-C.

DECISION-MAKER ON APPEAL

A. There shall be a committee consisting of three members. Two of the members and an alternate shall be chosen by the Superintendent from a list of 10 names submitted by the President of the Association. The third member and an alternate shall be an administrator (not involved in the rating) chosen by the Association President from a list of 5 submitted to the Association by the Superintendent. The committee shall make a recommendation to the Superintendent to approve or deny the appeal. The recommendation of the committee shall be confidential and will not be disclosed to any third party except as required by law without a subpoena or court action.

B. The Superintendent shall consider the committee's recommendation and will issue his final determination on the appeal.

DECISION

A. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher delivered his or her appeal unless a meeting is needed for questions or clarification then it shall be no later than 5 days from that meeting. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties.

B. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the decision maker may set aside a rating and order a new evaluation if it has been affected by substantial error or defect or if procedures have been violated. A copy of the decision shall be provided to the teacher and the representative of the District.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

A. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan. As an exception to this paragraph, a teacher who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A teacher who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the ten (10) days in which to deliver a notice of appeal does not waive his/her right to timely file an appeal.

B. Where and to the extent applicable by law, the Annual Professional Performance of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association.

C. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is subject of the appeal, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum. A school district or BOCES may only terminate or deny tenure to a probationary teacher or principal during the pendency of an APPR appeal where such determination does not rely upon the performance that is being appealed (the subject of the appeal). Education Law §3012-c and §302.11 of the Rules of the Board of Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal

Nothing in this Memorandum of Agreement shall in any way restrict, affect, or delay the District's exercise of such authority. Any such termination or denial pursuant to this authority shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

D. The Parties agree that they will conduct further negotiations concerning the APPR Regulations adopted by the Board of Regents to the extent necessary to comply with said Regulations and N.Y. Education Law §3012-c. These negotiations shall be conducted using a "committee" approach, with representatives of the committee to be respectively selected by the Parties. The Parties further agree that if such negotiations are not concluded by September 1, 2011, the District may implement any standards and procedures in the law that do not require negotiations which are necessary to comply with Education Law §3012-c and the accompanying regulations referenced above in order to conduct a performance review program and develop and implement teacher improvement plans. The parties shall

then continue the negotiations referenced in this paragraph.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the Erie 1 BOCES network team and Grand Island Central School District in-district training which will include 5-10 days of training throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within the Danielson's 2011 Rubric will take place during regular monthly administrative cabinet meetings and evaluator training meetings in order to ensure inter-rater reliability. Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations. Administrators/evaluators will jointly review videotaped lessons, (which may be generated within the district or represent training videos from other sites) and will discuss and review the nine criteria areas as they apply to gathered evidence and videotaped lessons.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional trainings will be ongoing. Documentation of training will continue in order for all evaluators to be recertified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created Saturday, September 22, 2012

Updated Wednesday, January 09, 2013

Page 1

7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

2-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Charlotte Sidway Elementary School (K-1 Building)	District, regional, or BOCES-developed	Grand Island Central School District 1st Grade ELA Assessment
Charlotte Sidway Elementary School (K-1 Building)	District, regional, or BOCES-developed	Grand Island Central School District 1st Grade Math Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Once the pre-assessments have been administered and the data is reviewed, the principal and lead evaluator will collaborate to develop a rigorous target that students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. Points will be assigned based upon the percentage of students meeting the target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Assigned to the building principal with 85% or higher of the students meeting or exceeding their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to the building principal with 50-84% of the students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to the building principal with 26-49% of the students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Assigned to the building principal with 0-25% of the students meeting or exceeding their target.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

No adjustments, controls or other special considerations were used

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Saturday, September 22, 2012

Updated Thursday, January 10, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	AIMSweb
6-8	(d) measures used by district for teacher evaluation	Grades 6-8 ELA NYS Assessment composite
6-8	(d) measures used by district for teacher evaluation	Grades 6-8 Math NYS Assessment composite
9-12	(h) students' progress toward graduation	Credit accrual for cohorts in grades 9, 10, 11

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The targets being used for the Local Measures for Principals were decided collaboratively between the district and the principals.</p> <p>The score of the principal of grades 2-5 will be based on the the percentage of students who meet or exceed their achievement target (as set by the AIMSweb computer software program) on AIMSweb for both ELA and math. An average of the two scores would be taken and would then be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.</p> <p>The score of the principal of grades 6-8 will be based on the percentage of students who are proficient (3 or higher) in grades 6-8 on the NYS ELA and math. An average of</p>
--	---

the two scores would be taken and would then be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

The score of the principal of grades 9-12 will be based on the percentage of students who have accrued 21 credits by 11th grade utilizing 9, 10 and 11 grade credits. The percentage of students will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 85% or higher of their students meeting or exceeding their target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 50% to 84% of their students meeting or exceeding their target.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 26% to 49% of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 0% to 25% of their students meeting or exceeding their target.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5366/180608-qBFVOWF7fC/3567168-LOCAL HEDI Scale Worksheet GI.docx](#)

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school

whose performance levels on State assessments are proficient or advanced)

- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-1	(d) measures used by district for teacher evaluation	AIMSweb

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The targets being used for the Local Measures for Principals were decided collaboratively between the district and the principals.
---	--

The score of the principal of grades K-1 will be based on the the percentage of students who meet or exceed their achievement target (as set by the AIMSweb computer software program) on AIMSweb for both ELA and math. An average of the two scores would be taken and would then be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 85% or higher of their students meeting or exceeding their target.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 50% to 84% of their students meeting or exceeding their target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 26% to 49% of their students meeting or exceeding their target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Assigned to principals with 0% to 25% of their students meeting or exceeding their target.

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/180608-T8MIGWUVm1/3567168-LOCAL HEDI Scale Worksheet GI.docx

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

No adjustments, controls or other special considerations were used.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

For principals with more than one locally selected measure, the results of each measure will be weighted proportionally based on percentage of students enrolled in the courses and combined for one overall HEDI.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Saturday, September 22, 2012

Updated Wednesday, January 09, 2013

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

To ensure that all ISLLC standards are evaluated each year, we created a crosswalk document to identify each ISLLC standard within the domains of the MPPR. Both probationary and tenured principals will be formally observed, minimally, twice per year (at least one unannounced and one scheduled). Principals will be assigned points based on the domains and dimensions within the MPPR rubric. For each dimension of each domain, the principal can receive 0 to 3 points. They can earn the points through the formal observation, informal walk through and/or inclusion of artifacts. The total number of raw points that can be earned on the rating scale developed by Grand Island CSD is 180 points earned. The earned points will be converted to a scaled HEDI score out of 60 points.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5143/180610-pMADJ4gk6R/3440425-Review Room Principal APPR bands 11-12 Revised3_1.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	The principal would need to earn 54 to 60 points or higher based on the MPPR scoring rubric developed by Grand Island CSD
Effective: Overall performance and results meet standards.	The principal would need to earn 37 to 53 points based on the MPPR scoring rubric developed by Grand Island CSD
Developing: Overall performance and results need improvement in order to meet standards.	The principal would need to earn 23 to 36 points based on the MPPR scoring rubric developed by Grand Island CSD
Ineffective: Overall performance and results do not meet standards.	The principal would need to earn 0 to 22 points based on the MPPR scoring rubric developed by Grand Island CSD

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	37-53
Developing	23-36
Ineffective	0-22

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Saturday, September 22, 2012

Updated Friday, January 04, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	54-60
Effective	37-53
Developing	23-36
Ineffective	0-22

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, October 04, 2012

Updated Wednesday, January 09, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5276/188472-Df0w3Xx5v6/PIP Form.pdf>

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

Only overall final evaluations receiving a rating of "Ineffective" or "Developing" can be appealed, based only on what is outlined in Education Law section 3012-c. Principals will be allowed to respond/comment in writing about their school visit reports or any other component of their evaluation, whether they choose to appeal the evaluation or not.

1) Before submitting a formal appeal, a principal must first meet with the evaluator to discuss his/her concerns, bringing along a union representative if desired.

2) To appeal an evaluation, the principal must provide a written appeal of the evaluation to the evaluator within ten (10) work days of receiving the final evaluation rating.

3) The evaluator must provide the principal a written response indicating his/her decision and rationale regarding the appeal within ten (10) work days of receiving the written appeal from the principal.

4) To continue the appeal thereafter, the principal will notify the Superintendent within ten (10) work days of this intent; the school district will then secure a mutually agreed upon impartial hearing officer and conduct a hearing within thirty (30) days.

5) The impartial hearing officer must provide the involved parties with a written response to the appeal within thirty (30) work days of the hearing. The decision of the impartial hearing officer shall be final and binding, and not subject to the normal grievance procedure outlined in the GIASC Contract. When an appeal is successful, the impartial hearing officer sets aside in whole, or in part, the APPR composite score and may require a new evaluation be conducted, and/or provide other directives as appropriate.

All steps and the resolution of an appeal will occur in a timely and expeditious manner in compliance with NYS Education Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Each of the evaluator(s) of the principals in the Grand Island Central School District, including the Superintendent of Schools, will be trained in the nine elements of 30-2.9 for lead evaluator certification.

The lead evaluator(s), including the Superintendent, have attended several workshops to gain expertise in the evaluation of the principals for the new APPR offered by the State Education Department, BOCES, The New York State Council of School Superintendents and/or other providers.

All administrators, (building leaders and lead evaluators, including the Superintendent) will receive rubric specific training on the Multidimensional Principal Performance Rubric which will be used in this school district. The lead evaluator(s) and Superintendent will attend additional professional development workshops and training as they may become available by BOCES, SED, the New York Council of School Superintendents and/or other providers.

As part of their ongoing training, the lead evaluator(s) will conduct a total of two school visitations of each principal using the Multidimensional Principal Performance Rubric during each school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and Superintendent; and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of all the training will be presented to the Board of Education who will certify that the lead evaluator(s) and the Superintendent are both highly qualified to be the lead evaluators for the principals' APPR. The Board will re-certify each lead evaluator, including the Superintendent annually after reviewing the ongoing training they have received.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked

11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Wednesday, October 10, 2012

Updated Thursday, January 10, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/192913-3Uqgn5g9Iu/Submission 3 signatures_1.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

TEACHER EVALUATION: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Student Learning Objectives (SLOs), based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 85 - 100%	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
EFFECTIVE 50 - 84%	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
DEVELOPING 26 - 49%	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
INEFFECTIVE 0 - 25%	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic growth, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	81 - 84%				
		16	77 - 80%				
		15	73 - 76%				
		14	69 - 72%	8	46 - 49%		
		13	65 - 68%	7	42 - 45%		
		12	61 - 64%	6	38 - 41%		
20	> 94%	11	57 - 60%	5	34 - 37%	2	17 - 25%
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%
18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2009-2011) and district values about student growth.

PRINCIPAL EVALUATION: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Local Measures of Student Achievement (Local) and the Student Learning Objectives (SLOs), based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 85 - 100%	The principal made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE 50 - 84%	The principal made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING 26 - 49%	The principal made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE 0 - 25%	The principal made little or no gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic growth or achievement, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	81 - 84%				
		16	77 - 80%				
		15	73 - 76%				
		14	69 - 72%	8	46 - 49%		
		13	65 - 68%	7	42 - 45%		
		12	61 - 64%	6	38 - 41%		
20	> 94%	11	57 - 60%	5	34 - 37%	2	17 - 25%
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%
18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2011 - 2009) and district values about achievement.

The HEDI intervals, the percentage ranges assigned to each point, were determined to ensure that the largest intervals be placed at the top of each HEDI rating.

PRINCIPAL EVALUATION: HEDI Criteria Charts

When NYSED adopts a Value Added measure, the teacher and principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner's Regulation.

HEDI Chart #2: 15 Point Conversion Chart

		13	79 - 84%				
		12	73 - 78%	7	45 - 49%		
		11	67 - 72%	6	40 - 44%		
		10	61 - 66%	5	35 - 39%	2	17 - 25%
15	93 - 100%	9	55 - 60%	4	30 - 34%	1	8 - 16%
14	85 - 92%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	



ADMINISTRATOR SCORING CHART FOR OTHER MEASURES OF EFFECTIVENESS

						67	22
						66	21
						65	20
						64	19
						63	18
						62	17
						61	16
						60	15
						59	14
		156-158	53			58	13
		153-155	52			57	12
		150-152	51			56	11
		147-149	50	106-108	36	55	10
		144-146	49	103-105	35	54	9
		141-143	48	100-102	34	53	8
		138-140	47	97-99	33	52	7
		135-137	46	94-96	32	51	6
		132-134	45	91-93	31	50	5
		129-131	44	88-90	30	49	4
177-180	60	126-128	43	85-87	29	48	3
174-176	59	123-125	42	82-84	28	47	2
171-173	58	120-122	41	79-81	27	46	1
168-170	57	117-119	40	76-78	26	45	0
165-167	56	114-116	39	73-75	25	≤45	0
162-164	55	111-113	38	70-72	24		
159-161	54	109-110	37	68-69	23		
Highly Effective 54-60 159-180 (Raw)		Effective 37-53 109-158 (Raw)		Developing 23-36 68-108 (Raw)		Ineffective 0-22 0-67 (Raw)	

PRINCIPAL EVALUATION: HEDI Scale

The following HEDI criteria will be used for all principals cross the district. It will be used for the Local Measures of Student Achievement (Local) based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 85 - 100%	Assigned to principals with 85% or higher of their students meeting or exceeding their target.
EFFECTIVE 50 - 84%	Assigned to principals with 50% to 84% or higher of their students meeting or exceeding their target.
DEVELOPING 26 - 49%	Assigned to principals with 26% to 49% or higher of their students meeting or exceeding their target.
INEFFECTIVE 0 - 25%	Assigned to principals with 0% to 25% or higher of their students meeting or exceeding their target.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic achievement, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	81 - 84%				
		16	77 - 80%				
		15	73 - 76%				
		14	69 - 72%	8	46 - 49%		
		13	65 - 68%	7	42 - 45%		
		12	61 - 64%	6	38 - 41%		
20	> 94%	11	57 - 60%	5	34 - 37%	2	17 - 25%
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%
18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2011 - 2009) and district values about student achievement.

The HEDI intervals, the percentage ranges assigned to each point, were determined to ensure that the intervals were as equal as possible for each HEDI rating.

PRINCIPAL EVALUATION: HEDI Criteria Charts

When NYSED adopts a Value Added measure, the teacher and principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner's Regulation.

HEDI Chart #2: 15 Point Conversion Chart

		13	79 - 84%				
		12	73 - 78%	7	45 - 49%		
		11	67 - 72%	6	40 - 44%		
		10	61 - 66%	5	35 - 39%	2	17 - 25%
15	93 - 100%	9	55 - 60%	4	30 - 34%	1	8 - 16%
14	85 - 92%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2009-2011) and district values about student achievement.

The HEDI intervals, the percentage ranges assigned to each point, were determined to ensure that the intervals were as equal as possible for each HEDI rating.

PRINCIPAL EVALUATION: HEDI Scale

The following HEDI criteria will be used for all principals cross the district. It will be used for the Local Measures of Student Achievement (Local) based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 85 - 100%	Assigned to principals with 85% or higher of their students meeting or exceeding their target.
EFFECTIVE 50 - 84%	Assigned to principals with 50% to 84% or higher of their students meeting or exceeding their target.
DEVELOPING 26 - 49%	Assigned to principals with 26% to 49% or higher of their students meeting or exceeding their target.
INEFFECTIVE 0 - 25%	Assigned to principals with 0% to 25% or higher of their students meeting or exceeding their target.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic achievement, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	81 - 84%				
		16	77 - 80%				
		15	73 - 76%				
		14	69 - 72%	8	46 - 49%		
		13	65 - 68%	7	42 - 45%		
		12	61 - 64%	6	38 - 41%		
20	> 94%	11	57 - 60%	5	34 - 37%	2	17 - 25%
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%
18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2011 - 2009) and district values about student achievement.

The HEDI intervals, the percentage ranges assigned to each point, were determined to ensure that the intervals were as equal as possible for each HEDI rating.

PRINCIPAL EVALUATION: HEDI Criteria Charts

When NYSED adopts a Value Added measure, the teacher and principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner's Regulation.

HEDI Chart #2: 15 Point Conversion Chart

		13	79 - 84%				
		12	73 - 78%	7	45 - 49%		
		11	67 - 72%	6	40 - 44%		
		10	61 - 66%	5	35 - 39%	2	17 - 25%
15	93 - 100%	9	55 - 60%	4	30 - 34%	1	8 - 16%
14	85 - 92%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data from 2009-2011) and district values about student achievement.

The HEDI intervals, the percentage ranges assigned to each point, were determined to ensure that the intervals were as equal as possible for each HEDI rating.

PRINCIPAL IMPROVEMENT PLAN

Principal: _____

Date(s) Preconference: _____

Building: _____

Observations(s) _____

Administrator(s): _____

Coaching _____

Area Identified for Improvement	MPPR Domain ISSLC Standard	Action(s) to be Taken	District Administrators' Responsibilities	Principal's Responsibilities	Timeline For Progress	Indicators of Success	Improvements Made and Documented

District Administrator's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Representative/Witness Signature _____

Date: _____

Or, Principal's Waiving Representation: _____

Date: _____

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

HEDI Rating	Description
HIGHLY EFFECTIVE	Assigned to grades 4- 5 ELA teachers with 85% or higher of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 70% or higher of their students meeting or exceeding their target. Assigned to grades 4- 5 math teachers with 85% or higher of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 81% or higher of their students meeting or exceeding their target.
EFFECTIVE	Assigned to grades 4- 5 ELA teachers with 50% to 84% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 50% to 69% of their students meeting or exceeding their target. Assigned to grades 4- 5 math teachers with 50% to 84% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 50% to 80% of their students meeting or exceeding their target.
DEVELOPING	Assigned to grades 4- 5 ELA teachers with 26% to 49% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 26% to 49% or higher of their students meeting or exceeding their target. Assigned to grades 4- 5 math teachers with 26% to 49% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 26% to 49% of their students meeting or exceeding their target.
INEFFECTIVE	Assigned to grades 4- 5 ELA teachers with 0% to 25% of their students meeting or exceeding their target. Assigned to grades 6-8 ELA teachers with 0% to 25% of their students meeting or exceeding their target. Assigned to grades 4- 5 math teachers with 0% to 25% of their students meeting or exceeding their target. Assigned to grades 6-8 math teachers with 0% to 25% of their students meeting or exceeding their target.

Grades 4-5 ELA Teachers HEDI Chart based on AIMSweb Reading Assessment

		13	79 - 84%				
		12	73 - 78%	7	45 - 49%		
		11	67 - 72%	6	40 - 44%		
		10	61 - 66%	5	35 - 39%	2	17 - 25%
15	93 - 100%	9	55 - 60%	4	30 - 34%	1	8 - 16%
14	85 - 92%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Grades 6-8 ELA Teachers HEDI Chart based on the average of NYS 6-8 ELA assessment composite

		13	66 - 69%				
		12	62 - 65%	7	45 - 49%		
		11	59 - 61%	6	40 - 44%		
		10	56 - 58%	5	35 - 39%	2	17 - 25%
15	85 - 100%	9	53 - 55%	4	30 - 34%	1	8 - 16%
14	70 - 84%	8	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
70 - 100%		50 - 69%		26-49%		0-25%	

Grades 4-5 ELA Teachers HEDI Chart based on AIMSweb Math Assessment

		13	79 - 84%				
		12	73 - 78%	7	45 - 49%		
		11	67 - 72%	6	40 - 44%		
		10	61 - 66%	5	35 - 39%	2	17 - 25%
15	93 - 100%	9	55 - 60%	4	30 - 34%	1	8 - 16%
14	85 - 92%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

Grades 6-8 Math Teachers HEDI Chart based on the average of NYS 6-8 Math assessment composite

		13	75 - 80%				
		12	70 - 74%	7	45 - 49%		
		11	65 - 69%	6	40 - 44%		
		10	60 - 64%	5	35 - 39%	2	17 - 25%
15	91 - 100%	9	55 - 59%	4	30 - 34%	1	8 - 16%
14	81 - 90%	8	50 - 54%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		50 - 80%		26-49%		0-25%	

HEDI Chart(s) for Local Measures

HEDI Rating	Description
HIGHLY EFFECTIVE	<p>Assigned to grades K-1 ELA/math Teachers with 85% or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 ELA/math Teachers with 85% or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 Special Area Teachers with 77% or higher or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 ELA/Soc.St./LOTE/Health/PE/FACS/Art/Music/Technology teachers with 70% or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Science teachers with 90% or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Math teachers with 81% or higher of their students meeting or exceeding their target.</p> <p>Assigned to grades 9-12 teachers with 50-89% or higher of the students passing (65 for general education students; 55 for special education students) High School Regents exams. Teachers may earn 2 additional points if 42% or higher of their students obtaining mastery (85) on all High School Regents exams and 1 additional point for when total percent of students obtaining mastery scores (85) is within the range of 21-41%.</p>
EFFECTIVE	<p>Assigned to grades K-1 ELA/math Teachers with 50% to 84% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 ELA/math Teachers with 50% to 84% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 Special Area Teachers with 50% to 76% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 ELA/Soc.St./LOTE/Health/PE/FACS/Art/Music/Technology teachers with 50% to 69% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Science teachers with 50% to 89% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Math teachers with 50% to 80% of their students meeting or exceeding their target.</p> <p>Assigned to grades 9-12 teachers with 49-89% or higher of the students passing (65 for general education students; 55 for special education students) High School Regents exams. Teachers may earn 2 additional points if 42% or higher of their students obtaining mastery (85) on all High School Regents exams and 1 additional point for when total percent of students obtaining mastery scores (85) is within the range of 21-41%.</p>
DEVELOPING	<p>Assigned to grades K-1 ELA/math Teachers with 26% to 49% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 ELA/math Teachers with 26% to 49% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 Special Area Teachers with 26% to 49% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 ELA/Soc.St./LOTE/Health/PE/FACS/Art/Music/Technology teachers with 26% to 49% of their students meeting or exceeding their target.</p>

HEDI Chart(s) for Local Measures

	<p>Assigned to grades 6-8 Science teachers with 26% to 49% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Math teachers with 26% to 49% of their students meeting or exceeding their target.</p> <p>Assigned to grades 9-12 teachers with 26-49% or higher of the students passing (65 for general education students; 55 for special education students) High School Regents exams. Teachers may earn 2 additional points if 42% or higher of their students obtaining mastery (85) on all High School Regents exams and 1 additional point for when total percent of students obtaining mastery scores (85) is within the range of 21-41%.</p>
INEFFECTIVE	<p>Assigned to grades K-1 ELA/math Teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 ELA/math Teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 2-5 Special Area Teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 ELA/Soc.St./LOTE/Health/PE/FACS/Art/Music/Technology teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Science teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 6-8 Math teachers with 0% to 25% of their students meeting or exceeding their target.</p> <p>Assigned to grades 9-12 teachers with 0-25% or higher of the students passing (65 for general education students; 55 for special education students) High School Regents exams. Teachers may earn 2 additional points if 42% or higher of their students obtaining mastery (85) on all High School Regents exams and 1 additional point for when total percent of students obtaining mastery scores (85) is within the range of 21-41%.</p>

All K-5 ELA and math classroom teachers will earn a final HEDI category rating derived from averaging the achievement scores for their students on both Reading and Math AimsWeb results. The average percent of students meeting or exceeding the identified achievement levels, (as set by the AIMSweb software program) will be applied to a HEDI chart to determine the number of points assigned to each teacher.

Averages for student achievement on AIMSweb will be applied to the (attached) HEDI chart for K-1 and 2-5 ELA & Math teachers with categories based on 0-20 points if Value-Added Measures are not approved. If/when Value-Added Measures are approved, K-1 and 2-3 ELA and Math teachers will use the HEDI chart to determine points assigned based on 0-20; Grade 4-5 ELA and Math Teachers will apply averages of student achievement on AIMSweb to the (attached) HEDI chart with categories based on 0-15 points.

All K/1 special area teachers (physical education, music, art) will earn a final HEDI category rating derived from averaging the achievement scores for all students at the K-1 grade levels on both Reading and Math AimsWeb results. The average percent of students meeting or exceeding the identified achievement levels, (as set by the

HEDI Chart(s) for Local Measures

AIMSweb software program) will be applied to a HEDI chart to determine the number of points assigned to each teacher. Averages for student achievement on AIMSweb will be applied to the (attached) HEDI chart and all special area teachers will earn the same category/score with categories based on 0-20 points.

All K-5 reading teachers will earn a final HEDI category rating derived from averaging the total student achievement on AIMSweb reading results. K-1 reading teachers will use the averages of AimsWeb reading achievement scores from K/1 students. Reading teachers in grades 2-5 will use the averages of AimsWeb reading results for grades 2-5. The average percent of students meeting or exceeding the identified achievement levels, (as set by the AIMSweb software program) will be applied to a HEDI chart to determine the number of points assigned to each teacher. Averages for student achievement on AIMSweb will be applied to the (attached) HEDI chart and all Reading teachers will earn the same category/score with categories based on 0-20 points for all K-5 teachers if Value-Added Measures are not approved. If/when Value-Added Measures are approved, K-1 and 2-3 reading teachers will use the HEDI chart to determine points assigned based on 0-20; Grade 4-5 reading teachers who earn a State provided growth score will apply averages of student achievement on AIMSweb to the (attached) HEDI chart with categories based on 0-15 points.

K-1 ELA/Math Teachers = using AIMSweb scores

HEDI Scale for K-1 Teachers using AIMSweb Math/ELA

		17	81 - 84%						
		16	77 - 80%						
		15	73 - 76%						
		14	69 - 72%	8	46 - 49%				
		13	65 - 68%	7	42 - 45%				
		12	61 - 64%	6	38 - 41%				
20	95 - 100%	11	57 - 60%	5	34 - 37%	2	17 - 25%		
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%		
18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%		
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE			
85 - 100%		50 - 84%		26-49%		0-25%			

2-5 ELA/Math Teachers = using AIMSweb scores

HEDI Scale for 2-5 Teachers AIMSweb Math/ELA

		17	81 - 84%						
		16	77 - 80%						
		15	73 - 76%						
		14	69 - 72%	8	46 - 49%				
		13	65 - 68%	7	42 - 45%				
		12	61 - 64%	6	38 - 41%				
20	95 - 100%	11	57 - 60%	5	34 - 37%	2	17 - 25%		
19	90 - 94%	10	53 - 56%	4	30 - 33%	1	8 - 16%		

HEDI Chart(s) for Local Measures

18	85 - 89%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		50 - 84%		26-49%		0-25%	

All 2-5 special area teachers (physical education, music, art) will earn a final HEDI category rating derived from a composite average of all student achievement (earning a 3 or greater) on NYS Mathematic Assessment Grades 3-5. Composite averages for student achievement on NYS Assessments will be applied to the (attached) HEDI chart and all Reading teachers will earn the same category/score with categories based on 0-20 points for all K-5 special area teachers.

2-5 Special Area Teachers = use composite avg. of 3-5 Math State Assessment scores

HEDI Scale for 3-5 Math Achievement

		17	74 - 76%				
		16	71 - 73%				
		15	68 - 70%				
		14	65 - 67%	8	46 - 49%		
		13	62 - 64%	7	42 - 45%		
		12	59 - 61%	6	38 - 41%		
20	93 - 100%	11	56 - 58%	5	34 - 37%	2	17 - 25%
19	85 - 92%	10	53 - 55%	4	30 - 33%	1	8 - 16%
18	77 - 84%	9	50 - 52%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
77 - 100%		50 - 76%		26-49%		0-25%	

All 6-8 ELA/Social Studies/Healthy/Physical Education/Family and Consumer Science/Art/Music/Technology teachers will earn a HEDI rating derived from a composite average of all student achievement on NYS ELA Assessments for grades 6-8. Composite averages for student achievement on NYS Assessments will be applied to the (attached) HEDI chart and all these teachers will earn the same category/score with categories based on 0-20 points for all ELA/Social Studies/Healthy/Physical Education/Family and Consumer Science/Art/Music/Technology teachers if Value-Added Measures are not approved. If/when Value-Added Measures are approved, ELA teachers in Grades 6-8 (teachers who earn a State provided growth score) will apply averages of students achievement on NYS ELA Assessment to the (attached) HEDI chart with categories based on 0-15 points.

HEDI Chart(s) for Local Measures

6-8 ELA/Soc. St./LOTE/Health/PE/FACS/Art/Music/Technology teachers = use composite average of 6-8 ELA State Assessment

HEDI Scale for 6-8 ELA Achievement

		17	68 - 69%						
		16	66 - 67%						
		15	64 - 65%						
		14	62 - 63%	8	46 - 49%				
		13	60 - 61%	7	42 - 45%				
		12	58 - 59%	6	38 - 41%				
20	90 - 100%	11	56 - 57%	5	34 - 37%	2	17 - 25%		
19	80 - 89%	10	53 - 55%	4	30 - 33%	1	8 - 16%		
18	70 - 79%	9	50 - 52%	3	26 - 29%	0	0 - 7%		
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE			
70 - 100%		50 - 69%		26-49%		0-25%			

Averages for student achievement on NYS 8th Grade Science Assessment will be applied to the (attached) HEDI chart for all 6-8 Science teachers with categories based on 0-20 points.

6-8 Science teachers = use 8th grade Science State Assessment

HEDI Scale for 6-8 Science Achievement

		17	85 - 89%						
		16	80 - 84%						
		15	75 - 79%						
		14	70 - 74%	8	46 - 49%				
		13	66 - 69%	7	42 - 45%				
		12	62 - 65%	6	38 - 41%				
20	97 - 100%	11	58 - 61%	5	34 - 37%	2	17 - 25%		
19	93 - 96%	10	54 - 57%	4	30 - 33%	1	8 - 16%		
18	90 - 92%	9	50 - 53%	3	26 - 29%	0	0 - 7%		
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE			
90 - 100%		50 - 89%		26-49%		0-25%			

HEDI Chart(s) for Local Measures

Averages for student achievement on NYS Grades 6-8 Math Assessment will be applied to the (attached) HEDI chart for all 6-8 Math teachers with categories based on 0-20 points if Value-Added Measures are not approved. If/when Value-Added Measures are approved, 6-8 Math teachers will use the HEDI chart to determine points assigned based on 0-15 points.

6-8 Math teachers = use composite average of 6-8 Math Assessments

HEDI Scale for 6-8 Math Achievement

		17	79 - 80%				
		16	77 - 78%				
		15	74 - 76%				
		14	70 - 73%	8	46 - 49%		
		13	66 - 69%	7	42 - 45%		
		12	62 - 65%	6	38 - 41%		
20	96 - 100%	11	58 - 61%	5	34 - 37%	2	17 - 25%
19	88 - 95%	10	54 - 57%	4	30 - 33%	1	8 - 16%
18	81 - 87%	9	50 - 53%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		50 - 80%		26-49%		0-25%	

HEDI Chart(s) for Local Measures

All 9-12 teachers will use a HEDI rating based on the average of passing rates on all high school level Regents exams, with a possible 1-2 additional points earned based on student mastery results, (See description in 3.14). All High School teachers will be assigned a HEDI category based on student achievement derived from the composite average of all students achieving passing rates on all Regents exams taken at the High School level. The average total percentage of students meeting or exceeding this target on the regents will be applied to a HEDI rubric to determine HEDI category and total points earned. All High School teachers will share this HEDI score. High School teachers will have the opportunity to earn an additional 1-2 points based on averages of students who earn Mastery on all High School Regents exams, (see HEDI chart for composite average of students achieving mastery level on all HS Regents exams).

9-12 Teachers = use composite average of all Passing High School Regents Exams Scores

		17	85 – 89%				
		16	80 – 84%				
		15	75 – 79%				
		14	70 – 74%	8	46 – 49%		
		13	66 – 69%	7	42 – 45%		
		12	62 – 65%	6	38 – 41%		
20	97 – 100%	11	58 – 61%	5	34 – 37%	2	17 – 25%
19	93 – 96%	10	54 – 57%	4	30 – 33%	1	8 – 16%
18	90 – 92%	9	50 – 53%	3	26 – 29%	0	0 – 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 - 100%		50 - 80%		26-49%		0-25%	

Adjustment for Locally developed controls for 9-12 Teachers

Teachers may receive an adjusted score with the addition of one or two points based on the percentage of students who reach mastery level of 85 or higher on all Regents exams taken at the High School level within this academic school year. Ranges of percentages were based on a three year historical data. The teachers shall receive one point if mastery scores fall between 21-41% of the HEDI or two points if the scores fall at or above 42%.

Percent of Students Reaching Mastery on HS Regents Exams			
42 - 100%	21 – 41%	11 - 20%	0-10%
+ 2 points	+ 1 point	+ 0 points	+ 0 points

Other Measures of Effectiveness

Key:

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

Pre Observation Conference

Planning & Preparation				
1	2	3	4	
				1a Demonstrating Knowledge of Content and Pedagogy
				1b Demonstrating Knowledge of Students
				1c Selecting Instructional Goals
				1d Demonstrating Knowledge of Resources
				1e Planning & Implementing Content Instruction
				1f Designing & Implementing Student Assessment

Average = Total Score/6

Average = _____

Post Observation Conference

Professional & Leadership Responsibilities				
1	2	3	4	
				4a Reflecting on Teaching

Score = _____

Other Measures of Effectiveness

Key:

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

Formal Observation

The Classroom Environment				
1	2	3	4	
				2a Creating an Environment of Respect and Rapport
				2b Establishing a Culture for Learning
				2c Managing Classroom Procedures
				2d Managing Student Behavior
				2e Managing Physical Space
Instruction				
1	2	3	4	
				3a Communicating Clearly and Accurately
				3b Using Questioning and Discussion Techniques
				3c Engaging Students in the Work
				3d Using Assessment in Instruction
				3e Demonstrating Flexibility and Responsiveness

Average = total points/10

Average = _____

Probationary Teacher Only (Second Formal Observation)

Average Score for First Observation _____

Average Score for Second Observation _____

Average of the Two Observations _____

Other Measures of Effectiveness

Key:

- Ineffective - 1pt
- Developing - 2pts
- Effective - 3pts
- Highly Effective - 4pts

Walkthrough Observation

The Classroom Environment					
NA	1	2	3	4	
					2a Creating an Environment of Respect and Rapport
					2b Establishing a Culture for Learning
					2c Managing Classroom Procedures
					2d Managing Student Behavior
					2e Managing Physical Space
Instruction					
NA	1	2	3	4	
					3a Communicating Clearly and Accurately
					3b Using Questioning and Discussion Techniques
					3c Engaging Students in the Work
					3d Using Assessment in Instruction
					3e Demonstrating Flexibility and Responsiveness

Average = total points/number of domains observed

Average = _____

Other Measures of Effectiveness

Key:

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

Professional & Leadership Responsibilities

Professional & Leadership Responsibilities				
1	2	3	4	
				4b Maintaining Accurate Records
				4c Communicating with Families
				4d Participating in a Professional Community
				4e Growing and Developing Professionally
				4f Showing Professionalism

Average = total points/5

Average = _____

Other Measures of Effectiveness

Point Conversion Chart for “Other Measures of Effectiveness”

Using the average of the Rubric Scores from the Pre & Post Observation, Formal Observation (twice), Unannounced Observation and Professional Responsibilities

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33

Other Measures of Effectiveness

1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Other Measures of Effectiveness

*standard rounding will be applied, but in no case will rounding result in teacher scoring outside of their assigned HEDI rating

Grand Island Central School District

Teacher Improvement Plan

Teacher Name: _____

Composite Score: _____

Score Breakdown: _____

Subject/Grade Level: _____

Administrator: _____

Date: _____

Teacher Standard(s) chosen for Further Development	Danielson Domain(s)	Action(s) to be Taken (Use additional sheets if needed)	Person(s) Responsible	Timeline For Progress	Indicators of Success	Improvements Made and Documented

Signatures:

Administrator: _____

Date: _____

Teacher: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or, Teacher Initials Waiving Representation: _____

Date: _____

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

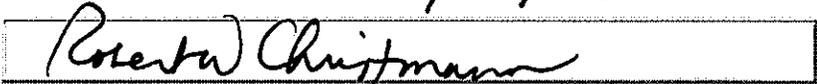
The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

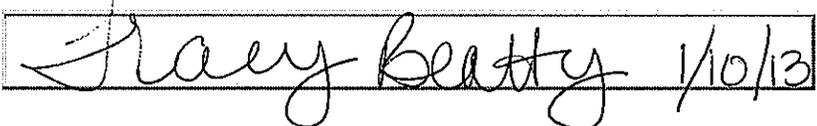
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

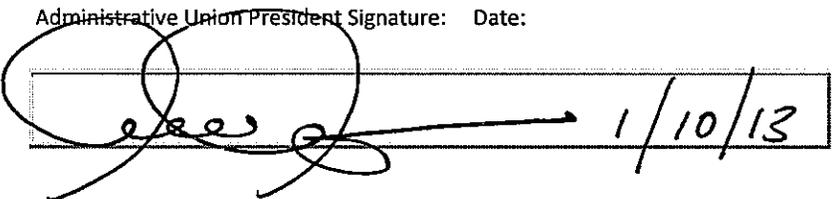
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 1/10/13


Teachers Union President Signature: Date: 1/10/13


Administrative Union President Signature: Date:


Board of Education President Signature: Date:


January 7, 2013

Janet Schuster
District Clerk
Grand Island Central School District
1100 Ransom Rd.
Grand Island, New York 14072

Dear Ms. Schuster:

Due to personal and professional obligations, I no longer have the time required to adequately fulfill the role of school board member in the manner it requires. Consequently, I am resigning my position as School Board Trustee of the Grand Island Central School District effective at midnight January 7, 2013.

With the upcoming search for the new Superintendent of Schools I am unable to be available for the time requirements necessary and believe it is in the best interest of the District to have the Board of Education fill my seat with a member of the community able to devote the time required during the challenging times ahead.

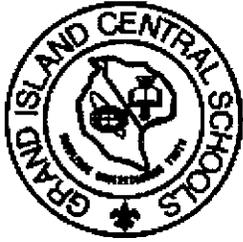
I have enjoyed serving as a member of the Board of Education in the Grand Island School District and wish the best for members of the Board as they continue to work with the District leadership and staff in building an excellent school district that is recognized as one of the premier districts in WNY.

Sincerely,

A handwritten signature in cursive script that reads "David C. Goris". The signature is written in black ink and is positioned above the printed name.

David C. Goris

CC: Mr. Robert Christmann – Superintendent of Schools
Board of Education



Grand Island Central School District

Special Board of Education Meeting

District Office Conference Room
1100 Ransom Road

Visit our website - www.K12.ginet.org

Agenda - Wednesday, January 9, 2013 - 6:45pm

6:45pm PUBLIC SESSION

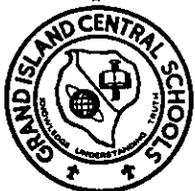
- A. Pledge of Allegiance to the Flag
- B. Emergency Fire Announcements
- C. Cell Phones, Pagers and Computers Silenced

- 1. Resolution to Authorize the Vice President to Sign the APPR Proposed Plan Document for the NYSED

6:50pm EXECUTIVE SESSION

- A. Employment/Employment History of Particular Persons or Matters Leading to the Appointment, Employment, Promotion, Demotion, Discipline, Suspension, Dismissal or Removal of a Particular Person

8:45pm ADJOURN



Grand Island Central School District

1100 Ransom Road
Grand Island, New York 14072
Telephone (716) 773-8800
Fax (716) 773-6279
www.k12.ginet.org

Robert W. Christmann
Superintendent of Schools

Karen Cuddy-Miller
*Director of
Curriculum and Instruction*

Joseph A Giarrizzo
*Director of
School Business Services*

Cheryl M. Cardone
*Director of
Pupil Personnel Services*

Paul Sikora
*Director of
Human Resources*

January 10, 2013

To Whom It May Concern:

Our Board of Education President, David Goris, resigned his seat at midnight on Monday, January 7, 2013. The Board Members acting in a special session, authorized Vice President, Paul Krull, to sign the APPR document. The resolution was approved 5-0 last night.

The wording of the resolution was as follows:

Resolution to Authorize the Vice President to Sign the APPR Proposed Plan Document for the NYSED

A handwritten signature in black ink, appearing to read "Janet J. Schuster".

Janet J. Schuster
District Clerk



Grand Island Administrators and Supervisory Council

Andrés R. Arroyo, President

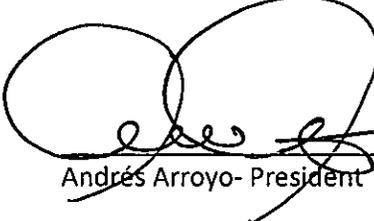
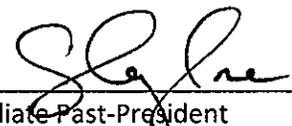
Mary E. Haggerty, Grievance Chair

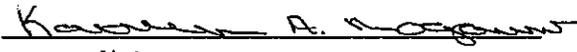
1100 Ransom Road • Grand Island, New York 14072

Telephone: (716) 773-8840 • Fax: (716) 773-8991

January 10, 2013

On October 29, 2012 Andrés Arroyo, President of the Grand Island Administrative and Supervisory Council (GIASC) took a sabbatical from his duties at Grand Island Central School. During his absence, as immediate past president of the GIASC, Sandra Anzalone assumed the role of President of the GIASC. Former submissions of the Grand Island CSD APPR Plan contained the signature of Sandra Anzalone. Andrés Arroyo has returned from his sabbatical and has resumed his role as President of the GIASC; therefore, Andrés Arroyo's signature is on the submission dated January 10, 2013.

 1/10/13  1/10/13
Andrés Arroyo- President Date Immediate Past-President Date


Notary

KATHLEEN A. MOGAVERO
Notary Public, State of New York
Qualified in Erie County
My Commission Expires April 3, 2015